



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EduCT  
750  
21. 813

THE

# SPELL-TO-WRITE

## SPELLING

## BOOKS

SUHRIE AND  
KOEHLER.

WORDS  
COMMONLY  
USED IN  
WRITING

BOOK ONE  
FIRST AND SECOND YEARS

duct T 759.21.813(1)



**Harvard College Library**

FROM

**Boston School**

**Committee Library**



3 2044 081 499 501



The School Committee of the City of Boston  
ADMINISTRATION LIBRARY  
15 Beacon Street

THE  
**SPELL-TO-WRITE**  
SPELLING BOOKS

BY

AMBROSE L. SUHRIE, Ph.D.,

**DEAN OF THE CLEVELAND SCHOOL OF EDUCATION  
CLEVELAND, OHIO**

## AND

ROBERT PHILIP KOEHLER, A.B.,

**ASSISTANT DIRECTOR OF INSTRUCTION, CENTRAL Y. M. C. A. SCHOOLS,  
PHILADELPHIA**

**ILLUSTRATED BY**

## FREDERICK RICHARDSON

**THAT HE WHO WRITES MAY SPELL**

## BOOK ONE

**THE JOHN C. WINSTON COMPANY**  
**PHILADELPHIA**                           **CHICAGO**

Educ T 759.21.813 (1)

HARVARD COLLEGE LIBRARY  
GIFT OF  
BOSTON SCHOOL COMMITTEE LIBRARY

JUL 21 1939

Copyright, 1921, by  
THE JOHN C. WINSTON COMPANY  
*Entered at Stationer's Hall, London*

All rights reserved

MADE IN U. S. A.

## FOREWORD

The aim of the authors in the preparation of this series of textbooks is expressed in the title—**The Spell-to-Write Spelling Books.** Generally speaking, a knowledge of spelling is necessary only in connection with the act of writing. In these books, therefore, the effort is made to insure the mastery of those words which are commonly used in writing.

**Selection of Words.** It is not intended that the words included in this series should provide an exhaustive vocabulary for any given individual. They do, however, make up a basal writing vocabulary which will meet the ordinary needs of most people. Their selection results from a comparative analysis of available scientific studies relating to the writing vocabularies of both children and adults. The introduction of each word has been determined by the application of two fundamental principles: (1), present need for the word on the part of the pupil and (2), probability of continued use of the word by the pupil *in writing*. Words limited in their use to the reading or to the hearing vocabularies of most individuals are omitted. Definite provision, however, is made for the training of each pupil in a method for acquiring the correct spelling of the words which he individually needs in his writing but which are not included in a basal writing vocabulary.

**Gradation of Words.** In so far as possible, words are introduced in anticipation of the child's immediate writing needs, and in the associations in which he naturally comes to use them in spontaneous or in well motivated written work.

**Review of Words.** Adequate provision is made for the  
(iii)

review of all words which present spelling difficulties. Some words present no difficulties and therefore require comparatively little attention. Others need frequent repetition and drill. These words are made to recur in the text at intervals of increasing length, and with a frequency which bears a somewhat definite ratio to their relative difficulty. In order to ascertain the relative difficulty of the words in this basal vocabulary, a prolonged and somewhat exhaustive investigation was made of the comparative frequency with which these words were misspelled by many thousands of school children in their written work.

**Illustrations.** For the purpose of stimulating children in the development of their writing vocabularies, a great number of attractive illustrations have been included. They provide familiar topics for informal discussion in the earlier years and for written composition as soon as writing becomes part of the child's school activity. The words and phrases associated with the pictures will help the children to tell the stories in idiomatic English. Such exercises, properly motivated, become the basis of letter writing and other spontaneous written composition and tend to fix the correct spelling of new and difficult words by their natural and frequent use *in writing*.

**Typography.** The fundamental importance of conserving the eyesight of school children has led to the selection of much larger type than is ordinarily used in textbooks. The spaces also are wider than in most books for children. Eye-strain is thus reduced and the correct visualization of letters and word forms is made more certain. The typographical standards maintained throughout the series fully meet those set up by the American School Hygiene Association.\*

---

\* In this connection the following statement to the authors from Dr. William H. Burnham, Chairman of the American School Hygiene Association Committee on the Standardization of School Books, is of interest:

**A Method for Study.** At the beginning of each year the student is given a method for study suited to his grade. Throughout the series there is a cumulative recurrence of suggestions and directions for independent study. These suggestions aim to help each pupil:

- (1) To diagnose his spelling difficulties.
- (2) To search for associations to fix the correct spelling of difficult words.
- (3) To review words with a frequency which corresponds to the degree of their difficulty *for him*.
- (4) To make use of the dictionary.
- (5) To acquire a method for learning to spell new words as he comes to need them in his writing, either while in school or after leaving school.

Throughout the series the pupil is given definite help in the formation of habits of study which are economical and effective.

**Manual for Teachers.** The handbook for teachers presents (1) a simple statement of the principles of teaching which may be applied in preventing and in correcting faulty spelling, (2) a method for teaching spelling lessons in the several grades, and (3) definite help in the teaching of words which present special difficulties.

All words in any given lesson in the text are reproduced under a corresponding lesson number in the Manual. Upon the initial appearance of each word in the text, its pronunciation and syllabication are given in the Manual. The special difficulties of many of these words are indicated

---

"The need of larger type in books for the lower grades is not a matter of opinion. It is important that possible eye-strain be avoided in case of all children. Furthermore, in the early grades a large percentage of the children have undeveloped or hyperopic eyes. On account of the shortness of their arms, it is not possible for some of these children to hold the book as far away from the eyes as would be necessary to enable them to read normally without special accommodation. In such cases great eye-strain results."

by boldface type. This diagnosis of words is the result of an investigation made with the cooperation of teachers in more than a thousand schools, urban and rural, widely distributed throughout the country. Many thousands of misspellings were collected and classified as to (1) the grade in which they occurred, (2) the variations in form, and (3) the probable causes. Upon the introduction of each of the most troublesome words into the spelling text, there are given in the Manual suggestions concerning preventive and corrective treatment.

For some years past, leading educators have urged the preparation of a manual for teachers in accordance with the foregoing principles. The statement of principles applicable in the teaching of spelling, the type lessons suggested for the several grades, and the cautions and suggestions associated with individual words should tend to make the teacher's daily preparation less difficult and more effective.

The Spell-to-Write Spelling Books are the result of years of research in the university seminar and of experimentation in the elementary school as a laboratory. The Manual has been prepared in response to the universal call of teachers for definite help in the teaching of spelling.

AMBROSE L. SUHRIE.

ROBERT PHILIP KOEHLER.

THE  
**SPELL-TO-WRITE**  
SPELLING BOOKS



BOOK ONE

FIRST YEAR

## TO THE CHILDREN:

Did you ever write a letter to Santa Claus?

Did you have to ask mother to spell some of the words for you?

Santa Claus, and other folks too, are pleased to get letters with all the words spelled just right.

Some day you will want to write letters to your friends and stories for your class.

Then you will need to be a good speller.

On the next page Mr. Rabbit is teaching the girl and the cat how to spell.

This is what he has told them to do:

**Take a good look at the word.**

**Then say it.**

**Then spell it several times.**

# THE ALPHABET

## SMALL LETTERS

a b c d e f g

h i j k l m n o p

q r s t u v

w x y z



# THE ALPHABET

## CAPITAL LETTERS

A      B      C      D

E      F      G

H      I      J      K

L      M      N      O      P

Q      R      S

T      U      V

W      X      Y      Z

Read page 2  
and let Mr. Rabbit  
teach you to spell.

1

the

his

her

2

3

4

at

an

his

cat

can

her

fat

man

the

hat

pan

can

sat

ran

fat

5

my

after

is



# 6

The man ran after his hat.  
The cat is at her pan.

Try to make up a story  
of your own about the picture.

7

the	ran	fat
man	after	cat

8

his hat	her pan	
is	after	my

9

hen	at	an
men	fat	can
ten	sat	ran

Don't forget what Mr. Rabbit  
told the little girl to do.

10

his

her

the

mamma

papa

hen

11

on

away

saw

12

13

14

all

saw

get

ball

ten

let

call

men

met

fall

is

pet

hall

after

set

tall

can

wet

wall

away

yet

15

mamma	saw	bad
papa	her	had

16

17

18

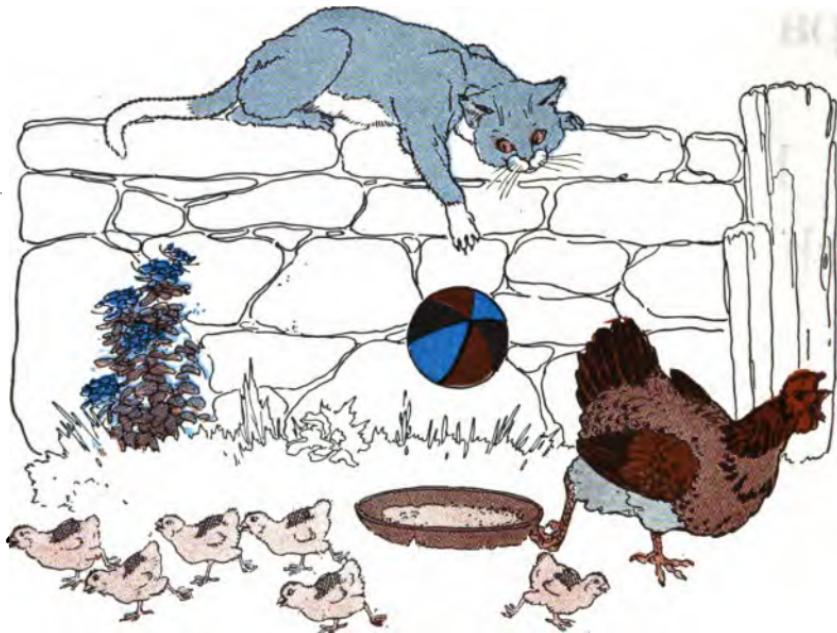
the	call	saw
tall	his	men
man	mamma	bad
ran	papa	the
away	had	fall

19

did      it      have

Did the man get his hat?

20  
on the wall  
ran away                    had a fall



Tell the story you see  
in the picture.

You may use any words  
you would like to learn to spell.

21

bell  
fell  
sell  
tell  
well

22

after  
my  
pet  
papa  
mamma

23

ten  
can  
get  
did  
have

24

he  
she  
me

bell  
sell  
tell

met  
wet  
yet

25

Did the cat have a ball?  
Did she let it fall?

26

old  
cold  
gold  
hold  
sold  
told

27

bad  
bell  
call  
get  
saw  
me

28

and  
band  
hand  
land  
sand  
stand

29

The cat had her ball  
on the wall.

She let it fall.  
It fell

and the old hen ran away.

**30**

all  
ball

call

get  
met  
set

**31**

bell  
tell  
well

has  
have  
had

**32**

band  
land  
sand

hold  
sold  
told

**33**

Find the hard words in the spelling lessons you have had. Study these hard words again.

34

boy	cold	hand
toy	gold	stand

35

now	lay	band
how	day	land
tall	pay	sand
saw	may	fell
did	play	sell
her	pray	tell

36

37

38

buy	bed	led
pay	fed	red

39

fat  
man

his  
dog

my  
pet



FR

40

What story does the picture tell? What spelling words have you had that will help you to tell the story?

41

you are              I am  
play              pray              your

42

boy  
has  
gold  
in  
hand

43

buy  
toys  
how  
now  
lay

44

led  
dog  
away  
told  
may

45

Is it a cold day?  
Your hands are red.

How do you learn to spell a word?

46	47	48
am	wet	bill
are	yet	fill
have	did	hill
has	stand	kill
had	cold	mill
you	fed	still
your	ten	till
me	he	will

49		
boy	may	fill
will	say	kill
buy	stay	still
pet	way	till

	50	
little	he	big
bird	has	bill

51	52	53
it	play	one
bit	pray	two
fit	she	three
hit	little	four
sit	bird	five

54		
how	top	say
many	of	stay
are	wall	way

	55	
old	egg	in
birds	lay	pin
56	57	58
best	two	ring
nest	big	bring
rest	boys	spring
test	buy	wing
west	toys	sing
	59	
see	many	best
tree	cold	rest
three	days	west



FR

Try to think of a good name  
for this picture.

## 60

Look over the words on pages  
14, 15, 16, 17, 18 and 19.

Can you find any among them  
that are still hard for you?

What can you do to make  
them easy?

**61**

bring  
spring  
one  
two  
three

**62**

song  
long  
wrong  
four  
five

**63**

ring  
wing  
she  
saw  
dog

**64**

little  
bed

see  
sit

long  
wrong

**65**

The birds have a nest  
in the top of the tree.  
How many eggs  
are in the nest?

**66**

my                    his                    her  
father                mother                brother

**67**

way                  bit                  am  
your                fit                one  
has                  hit                buy  
five                big                eggs  
you                boys                now

**68**

**69**

**70**

fast                sing                father  
last                song                mother

Why do you want to be  
a good speller?

71

ear  
dear  
hear  
near  
year

72

he  
me  
she  
the  
we

73

fast  
last  
saw  
pins  
four

74

The birds are singing  
in the trees.

Can you hear the song?

75

four  
brothers

dear  
sister

little  
girls

**76**

ear	best	bed
hear	nest	fed
near	rest	led
year	west	red

**77**

go	see	let
no	tree	pet
so	three	get

**78**

out	find	up
of	kind	in

Can you find a nest  
in the tree?



79

four                    kittens

At last the little birds  
are out of the nest.  
One of the old birds  
is singing away.

80

girl  
have  
we

go  
so  
fast

ask  
what  
time

81

bake  
cake  
make  
take

got  
hot  
lot  
not

82

this  
yes  
my

is  
he  
dear

it  
was  
father

Some day you will want to write  
a letter. Read page 2 again.

83	84	85
find	take	was
kittens	this	hot
time	make	lot
up	we	out
what	yes	ask
kind	your	bake
mother	bring	cake
brother	spring	long
sister	wing	wrong

## 86

Can you hear  
 what the birds say?  
 “This is not a time  
 to stay in bed.  
 “It is time to get up.”

87

this  
way

do  
hold

ears  
hands

88

fun  
gun  
run  
sun

got  
ask  
kind  
what

dear  
hear  
near  
year

89

one man      three boys  
two dogs      four birds

How many do you see  
in all?



## 90

You have learned to spell many hard words.

Some of them you will find on the next page.

Review the words which have been hardest for you. Ask some one to test you on them.

# Review List

after	dear	his	sister
am	did	how	ten
and	egg	led	the
are	fast	little	this
ask	father	mamma	three
away	find	many	time
big	five	mother	tree
birds	four	now	two
boys	girl	one	was
brother	had	out	what
buy	has	papa	yes
call	have	saw	you
cold	her	see	your

THE  
**SPELL-TO-WRITE**  
SPELLING BOOKS



BOOK ONE

SECOND YEAR

## TO THE CHILDREN:

Do you want to become good spellers?

If you do, pay close attention every day to these rules:

1. Be sure that you can say the word before you try to spell it.
2. Take a good look at the word and spell it several times.
3. Close your eyes and try to see the letters in their places.
4. Review every day the words that have been hard for you.

This is the way to learn to spell the words you are going to need when you write letters and stories.

**91**

first

school

This is the first day  
of school.

**92**

cart  
start  
three  
four  
five

**93**

cry  
dry  
fly  
try  
why

**94**

has  
have

house  
mouse

spell  
shell

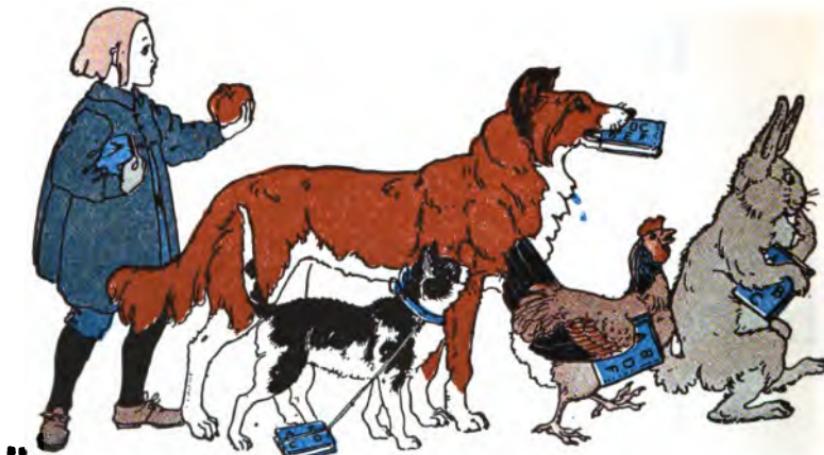
Try to be on time.

Be sure to review  
the hard words on page 30.

dry                    first                    how  
why                    school                    many

Do you hear the bell?

rabbit                    squirrel  
hands                    big                    two  
ears                    bird                    ducks

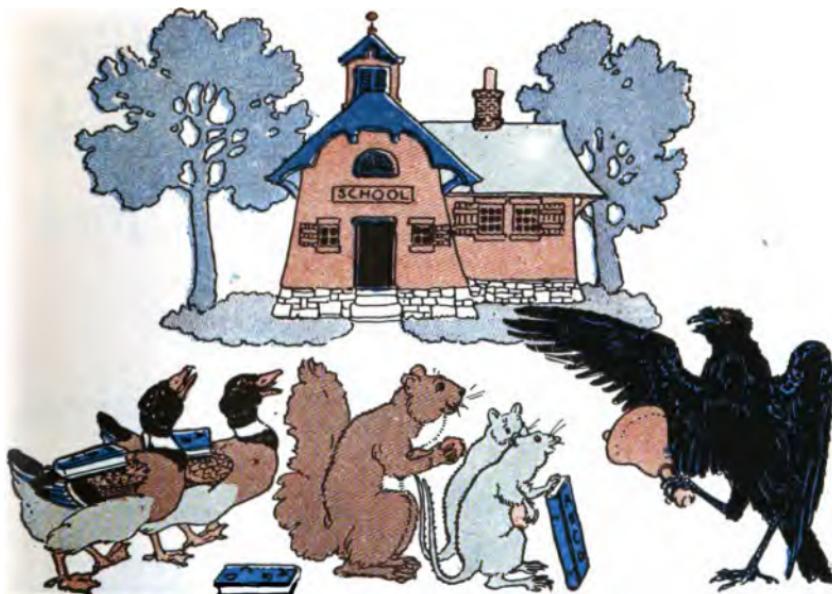


Tell the story you see  
in the picture.

You may need to use  
some of the words in this lesson.

began      has begun

one                started                first  
mouse              to school              time



98

came

bring

spell

name

spring

house

99

making

go

ringing

taking

no

bringing

100

each

and

took

reach

hand

book

teach

stand

look

101

cart

squirrel

came

rabbit

began

name

duck

had begun

game

**102**

full	reach	making
pull	teach	taking

**103**

nail	ear	eat
pail	dear	beat
mail	hear	meat
sail	near	seat
tail	year	neat

**104**

**105**

**106**

with                  under

Each one had a book.

The hen came with her  
book under her wing.

107

house  
school  
shell

coming  
making  
taking

came  
name  
game

108

cook  
look  
took  
book

mail  
nail  
sail  
tail

109

apples		basket
cry	fly	try
crying	flying	trying

You can become a good speller  
if you will do as you are told  
on page 32.

110

full            teach  
pull            teacher

boy  
girl

111

bent            each  
sent            reach  
went            teach

113  
pick  
sick  
tick

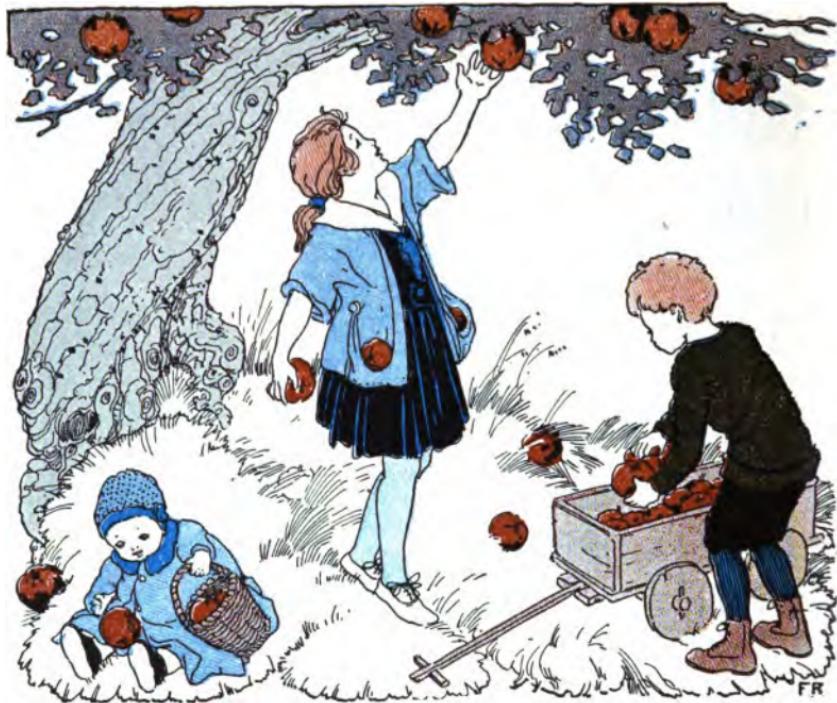
cook            beat  
look            meat  
took            seat

trick  
thick  
stick

114

her            his  
brother        sister

little  
baby



115

mother ready trying  
sent to start to reach  
under the tree almost full  
basket of apples

Make up a story about the  
picture. Tell it to the class.

116

with	nail	pick
first	pail	thick
why	tail	stick

117

eat	coming	sick
neat	making	tick
seat	taking	trick

118

flying	bent	game
drying	sent	came
crying	went	name

119

almost	coming	fine
ready	began	mine
out	have begun	ripe

120

cook	hide
look	ride
took	side
book	slide

121

This is a day for review.  
The teacher will give you a  
list of words that have been  
misspelled this year.  
Drill yourself for a test on  
these words.

122

where  
there  
apples  
almost  
ripe  
began  
mail  
nail

123

but  
cut  
nut  
beat  
eat  
pulled  
pulling  
mine

124

blow  
snow  
crow  
throw  
grow  
slow  
row  
know

125

Where can we go  
to find some nuts?

I know where a squirrel  
has a fine old tree.

There are many ripe nuts  
on it.

126

come	hide	leg
some	ride	beg
under	side	but

127

fine	squirrel	each
ripe	hid	has
nuts	them	basket

128

give	come	with
gave	to	where
save	beg	there

Please, Sir, may we have  
some nuts?



## 129

### A Story to Play.

**Mr. Squirrel:** What are you doing under my tree?

**Boy:** We have come to beg some nuts.

**Mr. Squirrel:** I need all of them myself.

**Girl:** What will you do with so many nuts?

*Finish the story. Play it.*

130

almost      reached      making  
seat               ready               taking

131

back               sack               black  
pack               tack               track

132

every               word  
school               but               came  
them               cut               name  
began               has begun

Turn back to page 32.   Read it.

133

picture                story

Did the picture have  
a story in it?

134

black	beg	every
track	leg	word

135

know	where	come
throw	there	some

Never guess how to spell  
a word which you need to use  
in writing. Ask some one  
to write it out for you.

136

give	ride	dish
gave	side	fish
save	slide	wish

137

good	funny
started	basket
spell	almost
with	ready

138

back	bent	eat
sack	sent	meat
pack	went	beat

139

picture	almost	
every	good	snow
word	story	blow

140

turkey	turkeys	
please	grow	slow
some	crow	know

141

pie	where	fine
piece	there	mine
a piece of pie		

Why should you review hard words?

142

hungry  
happy  
funny

fish  
dish  
wish

143

found  
round  
every

sick  
thick  
stick

144

potato  
turnip  
turkey

cook  
book  
look

145

ahead  
piece  
pie

along  
eat  
meat

playing house

146

does	they	them
potato	hungry	found
potatoes	happy	round

147

grandmother	grandma
grandfather	grandpa
Thanksgiving dinner	

148

If you have misspelled any  
of the words since lesson 121,  
review them and ask some one  
to test you on them.

149

funny

dinner

apples

people

does

hungry

What funny little people!

150

Who can they be?

turkey

potatoes

coming

ahead

turnips

along



a Thanksgiving visit

Why are grandfather and  
grandmother so happy?

How can you play the  
story that the picture has  
to tell?



152

A story can sometimes  
be told by a picture.

Every picture in this  
book has a story to tell.

153

Try to find the story  
in each picture that you see.

154

When you have found  
the story, tell it as well as  
you can.

Are you keeping up  
your review of hard words?

155	156
almost	child
making	children
taking	basket
back	turkeys
black	people
tack	potatoes
track	does

157

Thanksgiving dinner

piece	dish	beg
pie	wish	leg
hid	hide	

158

load	road	
they	word	ahead
them	does	along
hungry		please

159

door	grandfather	fine
floor	grandmother	mine

160

block	where	each
clock	there	reach

How do you remember the spelling of **piece**?

Can you not work out a plan for remembering each word you have misspelled?

161

sled	drum	boots
child	give	grow
children	gave	know
a piece of cake		

162

Christmas	stockings	
every	found	load
first	round	road

163

alone		asleep
when	block	door
under	clock	floor



164

Do you know this funny  
little old man?

What is his name?

165

Santa Claus

working away almost done  
happy children fast asleep

Christmas tree

166

horn	candy	sled
boots	doll	full
black	books	pack

167

carry	much	such
block	six	door
clock	stockings	floor

Why does he carry  
such a big load?

168

busy

down

they

grandpa

good

them

grandma

people

169

work

wish

worked

wished

working

wishing

170

went

much

round

sent

such

found

horn

load

alone

doll

road

asleep

How can you make spelling easy?

There was old Santa Claus  
busy at work.

We have eaten the candy  
and nuts that he left.

172

does

dishes

worked

coming

carrying

every

visit

173

keep

deep

peep

ahead

alone

ready

round

174

horn

drum

boots

rabbit

spell

when

where

175

busy  
children

sled  
shed

door  
floor

176

make  
take

lake  
shake

peep  
asleep

177

running	another	
deep	saw	much
keep	yes	such

Please give me a ride  
on your sled.

## 178

making	alone
taking	every
potatoes	asleep
dinner	working
hungry	stockings
people	candy
lake	visit
shake	under

## 179

Review once more the words  
that have been hardest for **you**.  
Review the words **you** have  
misspelled this year.



F.R.

180

ahead                  afternoon  
another ride  
                          as fast as he can  
trying to keep up  
                          having a good time  
down the hill    close behind

What can you do to make your spelling easy? Read page 32.

181

coat	cap	wear
snow	sled	ride
blow	shed	slide

182

bark	dark	
keep	snowed	load
deep	snowing	road

183

arms around neck		
fly	running	started
flying	along	having

184

house  
afternoon  
each  
where  
coming  
carrying  
close  
around

185

bright  
light  
might  
right  
fight  
night  
sight  
tight

186

Hold on tight  
with all your might,  
As we go flying  
down the hill.

187

made	like	liked
left	who	much
right	gives	such

188

has been	have been	
drop	cap	coat
stop	clap	boat

189

sitting	jump	riding
down	around	bright
like	happy	light

Review the hard words often.

**190**

read  
reading  
went

lead  
leading  
each

leave  
bark  
dark

**191**

about  
arms  
neck

across  
deep  
keep

above  
alone  
made

**192**

doing  
hard  
card

done  
might  
right

does  
meat  
neat

When you study a new word  
write it out several times.

193

always	here	want
riding	leave	read
like	been	lead

194

morning	before
afternoon	behind
night	sitting
tight	leading

195

fire	melt	warm
about	across	above
close	drop	doing

196

Could you make a snow  
child who could run and  
jump about and play?

Should you like to try?

197

feet

wear

coat

sled

198

should

could

would

always

199

busy all morning

had fun night before

white from head to foot



FR

200

Do not run away from us.  
Please stop.  
Please come back.  
We want you to stay here  
always and play with us.

Make up a beginning for this  
story about the picture.

201

goes  
going  
gone  
does  
doing  
done

202

cheeks  
fire  
warm  
from  
running  
another

203

The children called again and again, but the snow child would not come back.

They ran after him, but they could not keep up with him.

204

small

smaller

card

hard

foot

feet

205

were

glad

sled

shed

fight

sight

206

soon

moon

bark

dark

much

such

207

The snow child said,  
“Do you not know that if  
I stay here, I must grow  
smaller as the sun grows  
warmer?

“My cheeks no longer  
will be full and bright.”

208

“Slowly I should melt,  
and at last there would be  
nothing left of me.

“I must hurry away to  
my home in the north.”

Soon he was out of sight.

209

hope often our just  
come back to us  
children said  
hope to see were so glad  
could run about

Look at every word carefully  
before you begin to copy it.

210

because  
again  
head  
who  
were  
always

211

car  
far  
once  
coming  
going  
goes

212

south  
above  
across  
doing  
does  
done

213

the warm south wind  
children were glad  
once again had gone  
back to his home  
far in the north  
when because then

214

here  
there  
where  
before  
behind  
from

215

forget  
forgot  
corner  
gone  
often  
nothing

216

help  
held  
put  
hope  
our  
once

217

on that cold winter day  
child ran away  
                         will not forget  
now and then  
                         love him still

Finish the story about the  
picture on page 71.

**218**

better  
close  
busy

than  
because  
corner

both  
hard  
card

**219**

they know  
does  
done

piece  
pie

bank  
thank

**220**

aunt  
always  
put

uncle  
helped  
held

coming  
having

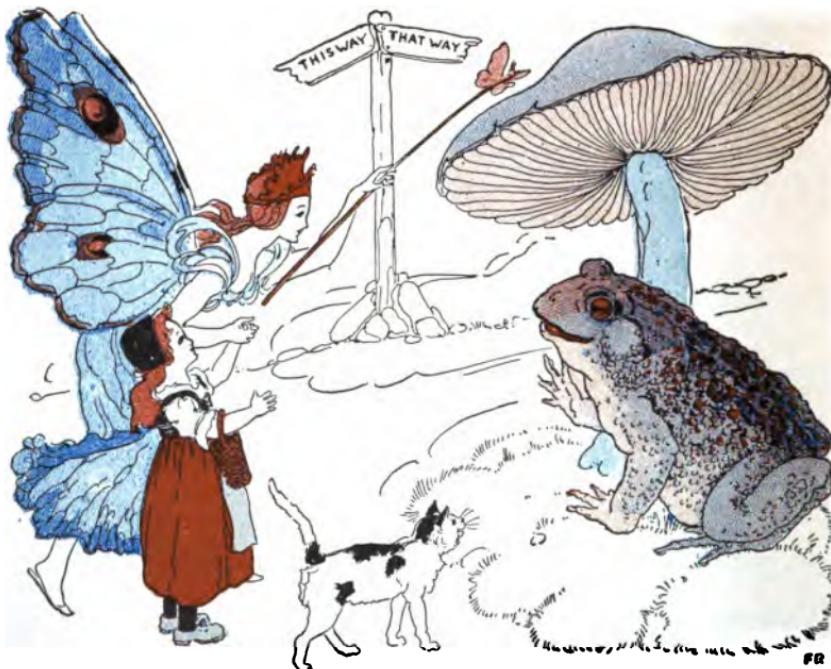
Review every day the words  
**you have misspelled.**

221

waiting  
cross  
roads  
afternoon  
jump  
step

222

doing  
going  
aunt  
uncle  
house  
people



## 223

once there was long ago  
coming home lost her way  
did not know  
which way to go

## 224

very better going  
much than alone  
toad said must stay here  
a good fairy he could call  
would know where

Should you like to make up a  
fairy story to tell to the class?  
Look at the picture and make  
up a story about this fairy.

**225**

clean  
wait  
baby

new  
car  
far

dress  
hurry  
carry

**226**

cross  
because  
often  
head  
foot  
feet

**227**

across  
along  
again  
always  
forget  
forgot

**228**

Review once again the words  
that have been hardest for you.

229

soap  
clean  
lost  
first  
fairy  
picture  
another

230

morning  
nothing  
having  
going  
riding  
helping  
has been

231

blue	aunt	visit
dress	uncle	very
new	north	dark
doll	south	said

232

city	made	does
some	help	hope
him	held	soon

233

doctor	busy	wait
we	car	bank
know	far	thank

234

our flag      our country

The flag that we love  
is the red, white, and blue.

235

ate  
gate  
late  
give  
said  
wanted

which  
corner  
dark  
city  
doctor  
because

236

237

bite  
white  
write  
wear  
clean  
dress

238

would  
better  
than  
new

should  
having  
made  
flag

could  
very  
just  
must

239

any  
many  
busy  
people  
both  
before

240

grass  
bunch  
blue  
flowers  
bite  
write

241

This is another day for review.  
Go over the words **you** have  
misspelled.

Try to work out some way to  
remember how to spell each  
hard word.

242

doctor	country
need	stop
seed	drop

243

have to	have been
aunt	many
uncle	any

244

already	among
again	salt
said	dig

Always keep in mind the rules  
on page 32. They will make  
spelling easy for you.



245

dandelion      yellow as gold  
                  holds up its head

Which is the wind  
that brings the winter?

Which wind brings  
the grass and the flowers?

## 246

leaf              early              stems  
leaves              smallest              bunches  
because              among              already

## 247

“The children are coming,”  
The old flower said.  
“If you want them to find  
you,  
Just hold up your head.”

## 248

Said one little flower,  
“I’ll keep my face hid.  
Then they cannot find me.”  
And that’s just what  
she did.

## 249

bush	branch
bushes	branches
stem	dandelion
leaf	yellow

## 250

soap	piece	bowl
box	pie	cup
boxes	ate	both

## 251

only	other	easy
any	city	each
many	then	said

How often do you need to review a hard word?

How can you tell that a word is hard?

252

learned	lesson
already	could
among	would
cannot	should

253

burn	broke	leading
burned	broken	reading

254

build	easy	rang
built	early	sang

When you study a hard word,  
can you close your eyes and see  
the letters in their places?

**255**

one

two

three

four

five

six

Two times six make  
a dozen.

**256**

thing

sting

swing

learned

lesson

**257**

which

better

both

here

before

**258**

win

skin

spin

mice

nice

**259**

most

have to

dozen

nose

branches

among

none

build

built

260

yesterday	to-day	
only	thing	swing
other	burned	easy
country	early	broke

261

bright	might	
sight	right	light
tight	night	fight

262

hill	spill	
mill	bill	till
still	fill	will

Do you know how to make  
hard words easy?



263

windmill another land  
wearing wooden shoes  
have to country which

If you could talk with these children, what should you like to have them tell you about?

264	265	266
dozen	busy	end
none	already	bend
race	blue	send
face	dress	lend
nice	clean	build
bite	shoes	built

267		
class	paper	card
desk	pencil	reader
add	eraser	page

268
Pencils sell for one cent each, or six pencils for five cents.

269

At school I always try:

To do my best,

To keep my desk neat,

To keep my books clean,

To know my lessons well,

To learn to spell

the words I need to write.

270

Select from the following review list any words which have been **hard for you**.

Drill yourself on these words.

# Review List

about	aunt	built
above	be	burn
across	because	burned
afternoon	been	busy
again	before	came
ago	began	cannot
ahead	begun	cards
almost	behind	carry
alone	better	carrying
along	black	cents
already	blue	child
always	books	children
among	both	Christmas
another	boxes	city
any	branches	class
apple	bright	clean
around	broke	clock
asleep	broken	close
ate	build	come

coming	easy	gives
corner	eaten	glad
could	eating	goes
country	eraser	going
cut	every	gone
dark	fairy	good
deep	feet	grass
desk	fight	grows
dinner	fine	happy
dish	fire	hard
doctor	first	have to
does	flag	having
doing	floor	head
done	flower	held
door	foot	help
down	for	helped
dozen	forget	here
dress	forgot	him
drop	found	home
each	from	hope
early	funny	house

houses	much	people
hungry	must	picture
hurry	nail	pie
jump	name	piece
just	neat	please
keep	need	potatoes
know	new	put
learned	nice	rabbit
leaves	night	reach
lesson	none	ready
light	north	right
like	nothing	road
load	often	round
made	once	running
mail	only	said
making	or	school
meat	other	seat
might	our	shed
mine	page	shells
morning	paper	shoes
mouse	pencil	should

side	teach	want
sight	teacher	warm
sitting	Thanksgiving	wear
sled	them	went
small	then	were
smaller	there	when
smallest	they	where
snow	thick	which
some	thing	white
sometimes	tight	who
soon	to-day	why
south	took	winter
squirrel	trying	wish
start	turkey	with
stem	uncle	wooden
stockings	under	work
stop	us	would
story	very	write
such	visit	yellow
taking	wait	yesterday

Review the words on page 30.





